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ABSTRACT

Percentile scores for Vancouver students in grades 9, 10, 11 and 12 on the AAHPER Cooperative Physical Education Tests are presented. Two of the six forms of the tests were used in these administrations. Every form consists of 60 multiple-choice questions to be completed in 40 minutes. A single score, based on the number of questions answered correctly, is computed. The areas tested are activity performance, effects of activity, factors modifying participation in activities and their effects. (KM)

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RESEARCH REPORT

Percentile Norms for the AAHPER Cooperative Physical Education Test

July, 1972

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Research Report 72-13

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PERCENTILE NORMS FOR THE AAHPER COOPERATIVE PHYSICAL EDUCATION TESTS

The AAHPER Cooperative Physical Education Tests are designed to measure knowledge encompassed by physical education. The tests were developed by the Educational Testing Service in cooperation with the American Association for Health, Physical Education and Recreation.

There are two forms of the tests at each of the following three educational levels:

Grades 10-12	Forms 2A and 2B
Grades 7- 9	Forms 3A and 3B
Grades 4- 6	Forms 4A and 4B

The parallel forms are comparable in content coverage and difficulty. Every form consists of 60 multiple-choice questions each of which has four options. The tests yield a single score based on the number of questions answered correctly. Working time for each test is 40 minutes.

All forms cover three major content areas: activity performance, effects of activity, factors modifying participation in activities and their effects. Test items emphasize knowing, understanding and thinking.

During the Spring of 1972, a sample of students in Grades 10, 11 and 12 at Byng, Gladstone and Templeton Secondary Schools were administered Form 2A of the AAHPER Cooperative Physical Education Test. Some Grade 9 students at these schools also wrote Form 3A of the test. The answer sheets of the test were scored at the Computer Centre of Simon Fraser University.

Percentile norms have been derived from the separate distributions of scores for male and female students on each test form. Table I shows the percentile norms for Form 2A written by Grade 10, 11 and 12 students; and Table II, the norms for Form 3A written by Grade 9 students.

A percentile can be defined as a person's relative position in a norm group expressed in percentage terms. Thus, a percentile of 75 indicates that a student received a higher score than 75 per cent of the norm group and a lower score than the other 25 per cent. Percentiles form an ordinal scale that denotes the ranking of a person in terms of percentage for the research sample.

The percentile norms in the following tables represent the distribution of scores received by a sample of students at three Vancouver secondary schools. The extent to which the tables may be applied to other student groups depends upon how representative the standardization sample is of each group being tested. As the research sample is also relatively small, the percentile should be interpreted with caution, particularly near the ends of each distribution of scores.

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Templeton Secondary Schools.

TABLE I: PERCENTILE SCORES RECEIVED BY GRADE 10, 11 AND 12 STUDENTS ON THE AAHPER COOPERATIVE PHYSICAL EDUCATION TEST (FORM 2A)

Percentile	Girls	Boys
99	46.0	50.7
95	43.7	45.1
90	42.0	43.0
85	40.1	41.0
80	38.3	39.1
75	36.9	37.9
70	36.0	36.6
65	35.3	35.4
60	34.4	34.5
55	33.6	32.9
50	32.2	31.4
45	31.3	30.6
40	30.6	29.6
35	29.6	28.5
30	28.8	27.3
25	27.8	25.9
20	26.6	24.0
15	25.0	21.9
10	23.5	18.8
5	20.7	15.0
1	17.2	10.9
No. of Students	445	450

NOTE: Please interpret the table with caution as the sample populations are small.

TABLE II: PERCENTILE SCORES RECEIVED BY GRADE 9 STUDENTS ON THE AAHPER COOPERATIVE PHYSICAL EDUCATION TEST (FORM 3A)

Percentile	Girls	Boys
99	44.9	46.4
95	42.1	43.7
90	39.8	41.5
85	38.5	40.0
80	37.3	38.3
75	36.5	37.5
70	35.6	37.0
65	34.9	36.5
60	34.3	35.8
55	33.4	35.1
50	32.6	34.3
45	31.6	33.1
40	30.9	32.0
35	30.2	31.2
30	29.4	30.1
25	28.7	28.8
20	27.8	27.3
15	26.2	25.8
10	24.5	23.7
5	21.7	20.9
1	16.2	14.6
No. of Students	316	222

NOTE: Please interpret the table with caution as the sample populations are small.